

FE Week

8
JOBS
PAGES

TRAINEESHIP DROP OUT
FEARS AT OFSTED



PAGE 2

HOW TO OPEN
A FREE SCHOOL



PAGE 10

MILIBAND'S
APPRENTICE AIM



PAGES 12
AND 13

Bonne chance

A huge "good luck!" from everyone at *FE Week* to all of the competitors heading off to Lille this week to represent team GB at EuroSkills.

Our 19 young men and women — a select few are pictured here — will be in France to show off their talents and,

fingers crossed, win medals in 16 different skills, including hairdressing, mechatronics, wall tiling and cookery.

The team will be accompanied by *FE Week* reporter Rebecca Cooney — and you can keep up with all the action via her blog on the *FE Week* website.



Top from left: Louisa Cooper, aged 20, competing in floristry (South Staffordshire College), Michael Watson, 20, competing in CNC milling (City of Bristol College), Danny Hoang, 20, competing in cook and serve (Formerly Westminster Kingsway College), Eleni Constantinou, 21, competing in hairdressing (trained by Tino Constantinou, her father), Daryl Dailly, 20, competing in wall and floor tiling (City of Glasgow College) and Lucy Jones, 20, competing in cook and serve (Brockenhurst College)

HOW MUCH WOULD YOU PAY FOR THIS?

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EXCLUSIVE

Lesoco brand cost college around £290k less than two years ago

Learners "didn't identify with Lesoco" – governors might now drop it

"How did no one involved with the rebranding spot it was a terrible idea?" UCU

college," and that learners "did not identify with the Lesoco".

However, there was stronger criticism from the University and College Union (UCU).

A UCU spokesperson told *FE Week*: "Why anyone thought LeSoCo was a good name for a college is beyond us.

"In our literature we explain that LeSoCo is a college in South London that was a result of a merger so people know what we are talking about. How did no one involved with the rebranding spot it was a terrible idea?

"This would be funny if it wasn't so tragic and just another example of an out of touch management wasting thousands of pounds that could be better spent on securing staff jobs and delivering education to the local community."

Former principal Maxine Room, who stood down in June, oversaw the merger and the renaming. She was replaced on an interim basis by former 157 Group chair Ioan Morgan, who could be heard referring repeatedly to Lewisham Southwark College — rather than Lesoco — in a recorded message on the main college switchboard in July.

A college spokesperson, in the FOI response, said: "It has become clear that the name Lesoco without the extension to Lewisham Southwark College is ambiguous and is not recognisable as a college.

"Having discussed the name with students at the end of the last academic year, they said that they did not identify with Lesoco.

"A decision will be made by governors as to whether to formally request that the name

be formally changed to Lewisham Southwark College."

She added the college was now using the extended name on "all new material that we would have otherwise produced".

She said: "The design of the extended name [logo] has been done in-house at nil cost and will be used as materials are reused.

"As a result of that, there is no method of calculating rebranding costs distinct from those contained within business as usual budgets.

"It is hoped that this will be seen as a common sense move that will help the college be more identifiable as a college for employment, jobs and work."

See editor's comment on page 6

Let's Pull Together

Because together, we achieve more

See back page for more information.



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EDITION 112

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NEWS

BRIGHT INTO ADMINISTRATION

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Independent learning provider Bright International Training has gone into administration.

The Warwickshire-based company, also known as Bright Assessing, has been placed in the hands of administrators BDO.

Bright was left without an awarding organisation after NCFE stopped certificating its courses in February and OCR and Ascentis followed suit four months ago.

It left hundreds of people without qualifications for courses they had paid for, with many taking to Facebook forum Bright Training Problems to complain.

Ian Gould, BDO business restructuring partner, said: “We are early in the process of fully understanding the financial circumstances of the company, but it has come to our attention some former staff may still be owed pay. Any former employee who believes themselves to be in this situation should contact the administration team based at BDO’s Birmingham Office.

“Any customers of Bright who have paid for all or part of their training, but do not believe their course has been completed, should also contact the administration team as soon as possible. The administrators will work to maximise recoveries wherever possible.”

He added no staff were employed by Bright when it went into administration.

NCFE confirmed in May that it had decertificated 225 former Bright learners, following allegations of malpractice which were denied by Bright chief executive Krissy Charles-Jones. A further 119 learners were left without certificates for Bright courses after OCR cut ties.

An OCR spokesperson said: “Some OCR

candidates have been in touch as they were not awarded with their certificates by the time centre approval was withdrawn.

“We have offered these candidates a free registration transfer [if they sign-up with an alternative provider on an equivalent course] so they don’t lose the [OCR] registration fee that Bright paid on their behalf.”

An NCFE spokesperson said: “All refunds have been dealt with directly by Bright and will be picked up by their administrators.”

An Ascentis spokesperson said: “We have not withheld or withdrawn any certificates.”

An Ofqual spokesperson said: “We are aware of this case. Students should contact the awarding organisation concerned with any queries they may have.”

Bright was listed on the Skills Funding Agency (SFA) website in March as a subcontractor for Chesterfield College, through a contract worth £1,175,000, Avant Partnership, through a £136,194 contract, and the Derbyshire Network, through a £22,000 contract.

Chesterfield College and Avant Partnership confirmed in May that their Bright contracts had concluded and the Derbyshire Network declined to comment.

An SFA spokesperson said: “The SFA takes any allegations of financial irregularity against an organisation involved in the delivery of government funded skills extremely seriously.

“We continue to work with lead providers to ensure that funding claims in respect of all payments claimed or received for delivery by Bright are fully recovered.”

Former Bright staff and learners can email richard.tonks@bdo.co.uk to register for refunds.

Ms Charles-Jones was unavailable for comment.

FE WEEK NEWS IN BRIEF

Creative awards open

Nominations are open for the first Creative and Cultural Skills awards, celebrating people and organisations helping to improve routes in to work in the creative sector.

The awards, organised by Creative & Cultural Skills, the creative industries sector skills council, will include training provider and apprentice of the year.

Nominations close at 5pm on December 19 with winners announced on March 4 next year.

Visit www.ccskills.org.uk/conference for more information.

Talks on Sept 2016 quals

Ofqual has opened a consultation on assessing a new range of GCSEs, AS and A-levels due to come in from September 2016.

The consultation, which closes on November 19, includes proposals for assessment objectives, the use of non-exam assessment and whether each GCSE should be tiered.

It can be found on the qualification watchdog’s website. It runs parallel with a Department for Education consultation on curriculum content for the new exams, which is open until December 20 on the gov.uk website.

ETF perception survey

The Education and Training Foundation (ETF) has launched a survey to find out how it is perceived within the FE sector.

The survey questionnaire is also seeking feedback on its communication and will be repeated annually.

An ETF spokesperson said: “We want to gauge awareness of the full range of ETF programmes and services, and to hear thoughts on their effectiveness and reach.”

The survey can be found at www.rcu.co.uk/survey/ETFperceptions/etfperceptions.htm and closes on October 20.

NEWS

Late summer rush on FE loans materialises

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A late summer rush on FE loans predicted by the government after a slow uptake earlier in the year has materialised.

But there were still almost 5,000 fewer applications by the end of last month compared to the same time last year.

Figures released this week by the Department for Business, Innovation and Skills (BIS) showed there were 14,850 applications for FE loans in August, of which 11,830 were processed.

It represented a 99.7 per cent increase on the number of applications for the current academic year within the space of a month — from 14,880 at the end of July to 29,730.

That compared to an 82.8 per cent increase of 2013/14 applications in August last year — from 18,975 by the end of July last year to 34,700.

An AELP spokesperson said: “It’s an encouraging jump from July’s figures, but not unexpected given seasonal trends. It will be interesting to see if applications hold up as the year progresses.”

An Association of Colleges spokesperson said: “It’s still early to be sure where enrolments will end up, but we won’t really know until we see the September and October figures.

“Colleges tell us that they are seeing increased enrolments from over 24-year-



olds on advanced level courses. With skills shortages in some sectors, the 24+ loan offer is a good one.”

BIS predicted there would be a late summer rush for FE loans after figures released in June showed that there had only been 1,270 applications for 2014/15 courses by May 31, of which 1,230 had been processed.

At the same point last year, there had been 2,916 applications for 2013/14 courses, of which 1,958 had been processed.

A BIS spokesperson said at the time that the previous year’s figure had been higher because “many providers encouraged early

Framework deadline for AOs ‘false’ says AELP chief Segal

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Awarding organisations (AOs) should have had more time to submit new apprenticeship frameworks, Association of Employment and Learning Providers (AELP) chief executive Stewart Segal has claimed.

He accused the government of imposing a “false deadline” for AOs to submit new apprenticeship frameworks to the Learning Aim Reference Service (Lars) online course catalogue, leading to “risks” for providers.

The Department for Business, Innovation and Skills told AOs before the summer that they would not be able to submit updated apprenticeship frameworks after September 1.

But the number of AOs submitting their information in the run-up to the deadline, *FE Week* understands, has led to a backlog of frameworks to be uploaded onto the Learning Aim Reference Service (Lars) by the Skills Funding Agency.

Mr Segal said: “I know the agency will say this deadline has been known about for a long time, but in the normal



course of things there wouldn’t have been a deadline, so if awarding organisations run into issues or came across unexpected complexities, they would have been able to take more time. It’s just a completely false deadline.”

He added that AOs needed “at least three months” to adjust their frameworks.

Mr Segal said the delay had meant providers could struggle to choose which courses to offer and understand what funding was available before their funding claims were due to be returned on October 4.

“Providers need the information on Lars to get their claims in and clearly they need to understand all the funding issues,” he said.

“The tight timescale means providers take on all of the risk — those looking to expand and deliver programmes can’t make any promises on what they’re going to deliver if they don’t know what funding they’ll be getting.”

He said getting submissions in for RO2 would be “tough”.

He added: “I think any issues can be resolved but we need to make sure their submissions.”

An agency spokesperson said: “This month’s update to Lars is complete and includes the recently-changed apprenticeship frameworks.

“The agency has processed the significant number of changes to apprenticeship frameworks we received from the framework issuing authorities within normal timescales.”

Apprentice hopes at Phones 4u as EE and Vodaphone step in

Hopes have been raised that a number of the 800 apprenticeships at risk following the demise of Phones 4u could be saved.

The Staffordshire-based mobile phone retailer was placed into the hands of administrators PwC on September 15, after EE and Vodafone cut ties with the firm.

But hope emerged that some Phones 4u apprenticeships might be saved this week when PwC confirmed EE had agreed to buy 58 stores, preserving 359 jobs, and Vodafone was buying 140 stores, preserving 887 jobs.

That left 362 stores closing, with 1,697 staff redundancies.

Vodafone and EE have their own apprenticeship programmes, but declined to comment on whether they would take on any Phones 4u apprentices.

However, a spokesperson for the Skills Funding Agency (SFA) said: “The SFA remains in communication with the administrators and the training provider to monitor developments and ensure the apprentices receive appropriate support.”

Apprenticeships at Phones 4u, which was rated as good by Ofsted in 2009, are subcontracted to EQL Solutions, where a spokesperson said they did not know if Vodafone or EE would be taking on the learners.

Lambeth College staff vote on new strike – days before talks begin

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Staff at Lambeth College who went on a five-week strike towards the end of last academic year were today voting on whether to walk out again — a week before scheduled talks.

University and College Union (UCU) members walked out indefinitely on June 3 in a dispute over new staff contracts.

The UCU has said the contracts would leave staff with longer working hours, less sick pay and less annual leave.

But principal Mark Silverman has said the terms of the new contract, which was introduced from April 1, were “in line with sector norms”.

The strike ended on July 9, with staff returning shortly before the start of the summer holidays.

But the UCU opened a ballot on September 22 whether to renew strike action.

The ballot is due to close on October 13, but *FE Week* understands that talks are expected to take place on October 6 — in the middle of the ballot period.

A UCU spokesperson said: “UCU remains hopeful the dispute can be resolved and talks are scheduled to take place in early October.

“It’s in everybody’s interest that a resolution is found to the dispute as quickly



as possible.”

A spokesperson for Lambeth College said: “We are surprised and disappointed at the UCU’s position and we were expecting to be sitting round the table on October 6.

“Were not expecting any action until the enrolment period was over, which we’re only just coming out of now.”

The college, which was slapped with an Ofsted grade four rating in 2012 but worked its way up to a grade three last year.

Mr Silverman told *FE Week*: “I’m disappointed that UCU feels it appropriate to risk causing more unnecessary disruption to learners.

“The new contracts are for new staff only, and reflect normal practice across the FE sector.

“The college has taken great strides in the past two years to ensure we continue to improve learner outcomes and remain on a path to becoming the outstanding and sustainable college that South London deserves.

“With enrolment nearing completion and an Ofsted inspection looming, our focus remains on settling learners into their new courses and giving them the best start possible.”

The spokesperson added that applications to roles with the new contracts “have been strong, both in terms of numbers and calibre of candidate”.

Capital funding under new Leps system paints ‘worrying’ picture

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Fears of a “geographical disparity” in FE and skills are growing after an *FE Week* investigation uncovered huge variations in Local Enterprise Partnership (Lep) spending plans for the sector.

Capital funding in FE and skills changes in April from the current system of providers getting cash from the Skills Funding Agency (SFA), to funds being handed out to England’s 39 Leps.

It will mean, for example, that colleges apply to their Lep, instead of the SFA, for money to build most new training facilities.

Each Lep could apply for a share of the £261m (down from £366m for 2013-14) total skills capital spending pot for 2015-16, and allocations were listed in July.

But six Leps did not receive any skills capital funding, while the biggest shares went to the London and North East Leps, with £57m and £19.1m respectively.

And with a spokesperson for the Department for Business, Innovation and Skills conceding that allocations were “driven by the Leps’ project prioritisation,” the figures will do little to ease fears that FE and skills was not high on some Leps’ agenda.

Indeed, in March last year, before Chancellor George Osborne said FE and skills capital funding would be routed through Leps (with the SFA retaining revenue funding), Ofsted itself warned: “The majority of Leps were not sufficiently well informed about learning and skills provision in their area.”

A spokesperson for the Association of Colleges (AoC) said: “The varying approaches to skills from different Leps is a worry. We would be concerned if well-developed college capital plans were being neglected because a Lep failed to grasp the importance of the contribution of skills to growth.”

A 157 Group spokesperson said: “These findings underline our own concern at the variability of Lep engagement with the skills system. The geographical disparity highlighted here is concerning.”

Stewart Segal, chief executive of the Association of Employment and Learning Providers, welcomed “the fact that most Leps have recognised the importance of skills in driving local economic growth”.

He said: “Local support for skills development should be integrated with and enhance the national programmes such as apprenticeships and traineeships.”

He added: “Many of the growth plans set out specific proposals to improve local skills infrastructure.

“The government has made it clear that currently unallocated capital funding from the skills budget can be accessed by independent providers if a Lep believes that its growth plan will benefit as a result.

“We are now working with regional provider networks to ensure that these



A computer-generated images of how the Nottingham Skills Hub will look

capital funds are used to support the wider skills network.”

Tom Stannard, deputy chief executive of the National Institute of Adult Continuing Education, said: “We have raised concerns for some time that Leps are inadequately incentivised on the skills agenda when compared to their other overriding priorities on infrastructure, housing, and transport.”

The Leps that did not receive any 2015-16 skills capital funding were Cornwall and Isles of Scilly, the Marches (for Hertfordshire, Shropshire, Telford and Wrekin), Stoke-on-Trent and Staffordshire, Northamptonshire, Swindon and Wiltshire, and Dorset.

The cash was distributed as part of each Lep’s 2015-16 Local Growth Fund (LGF) settlement — which also covered funding for business, transport, infrastructure and housing.

The BIS spokesperson said: “Local Growth Fund allocations [for 2015-16] were driven by the Leps’ project prioritisation. Some Leps chose not to prioritise skills capital investment at this time or had projects which were judged not to be ready [for funding in 2015-2016].”

Lord Heseltine called for control of the entire skills budget (worth around £17bn over four years from 2015) to be passed from the SFA to Leps in his 2012 report, No stone Unturned in pursuit of Growth.

And while the Chancellor may not have gone as far as the Tory grandee wanted in changing the FE and skills funding system, around 15 per cent of the £1.73bn handed to all 39 Leps



Berkeley power station, in Gloucestershire through the LGF was earmarked for skills capital.

A further £402m has been allocated so far among the Leps for skills capital projects up to 2021 — 9 per cent of the extra £4.54bn pledged to Leps



David Frost



From left: David Atkinson, head of property at the Nuclear Decommissioning Agency, Neil Carmichael, Conservative MP for Stroud, Oliver Letwin, Minister of State at the Cabinet Office, and Kevin Hamblin, principal of South Gloucestershire and Stroud College, at the decommissioned Berkeley power station in June

working closely with the SFA and the AoC.” Cornwall and Isles of Scilly, and Swindon

and Wiltshire were the only two Leps that had not so far been allocated any skills capital funding up to 2021.

A spokesperson for Cornwall and Isles of Scilly Lep said: “In agreement with both our local colleges and the SFA, we chose not to bid for capital funding in this round [2015-16] because there was not an oven-ready project that could be progressed within the timeframe required. We are working with our colleges to develop capital projects for 2016-17 and beyond.”

A spokesperson for Northamptonshire Lep said although it received no skills capital funding for 2015-16, it helped South East Midlands Lep secure £3.6m for a new 700-learner campus in Daventry for Northampton College.

A spokesperson for the Marchers Lep said: “Tackling skills shortages, getting people into work and out of poverty, is a priority.”

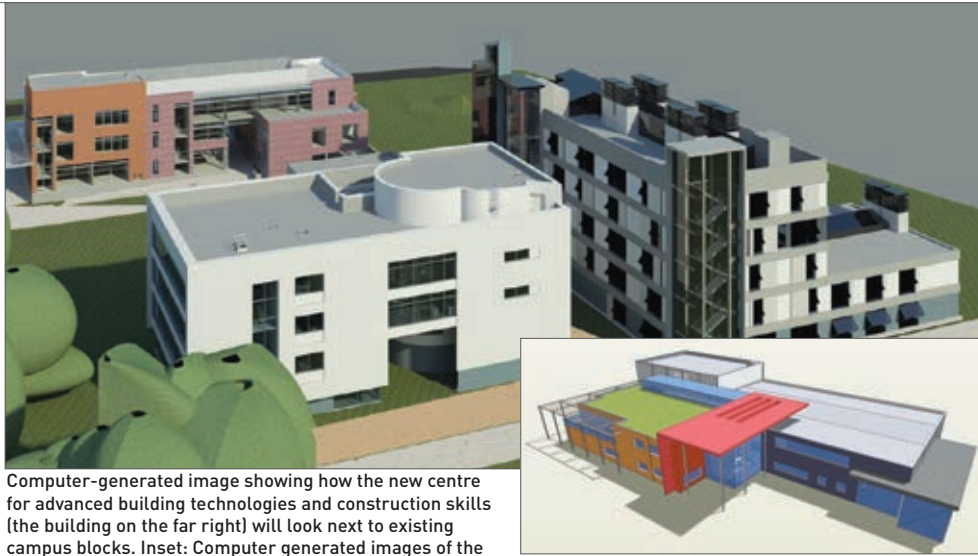
She added the Lep had secured £3.3m skills capital funding so far for 2016-21.

A spokesperson for Swindon and Wiltshire Lep said: “Unfortunately, our skills capital bids were not successful in this first round of bids [for 2015-16] . We are ever hopeful that future bids will reverse this trend.”

Stoke-on-Trent and Staffordshire Lep chairman David Frost said the government had allocated it £6.9m from 2016-21 to develop an advanced manufacturing skills hub.

He said: “One of the top priorities [for the Lep] is skills development to meet the growing demands of our employers.”

Dorset Lep was unavailable to comment.



Computer-generated image showing how the new centre for advanced building technologies and construction skills (the building on the far right) will look next to existing campus blocks. Inset: Computer generated images of the planned process engineering centre at Lowestoft College

Dozens of Leps secure funding for FE and skills projects

| | | | |
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| <p>The money allocated to the Leps will fund dozens of schemes set to benefit colleges and independent learning providers (ILPs).</p> <p>Projects include £4.2m 2015-16 (£7.9m overall by 2021) for Black Country Lep to develop a new centre for advanced building technologies and construction skills at Dudley College (pictured above right, main).</p> <p>D2N2 (Derby, Derbyshire, Nottingham and Nottinghamshire Lep) will receive £5m for 2015-16 (£30m by 2021) to develop a new</p> | <p>Nottingham Skills Hub (picture left, main). It will be available to learners from local colleges and ILPs on courses ranging from lace manufacturing to event management.</p> <p>Gfirst (Gloucestershire) Lep will receive £4m for 2015-16 (plus an extra £1m for 2016-17) to kick-start the £40m redevelopment of the decommissioned Berkeley power station into a skills teaching centre. (pictured left, below)</p> <p>It will cater for the renewable energy,</p> | <p>engineering and nuclear sectors, and run by South Gloucestershire and Stroud College.</p> <p>Greater Lincolnshire Lep will get £7.5m for 2015-16 for a new campus at Bishop Burton College, near Lincoln, that will specialise in food technology, precision agriculture, animal behaviour, wildlife and countryside, sports science and equine science.</p> <p>New Anglia Local Enterprise Partnership (for Norfolk and Suffolk) is to receive £4.9m for 2015-16 (£10m overall by 2021) to build</p> | <p>a process engineering centre and renovate catering and hospitality facilities at Lowestoft College (pictured above, inset).</p> <p>Tees Valley Unlimited Lep will be given £2.5m for 2015-16 (8.3m overall by 2021) to upgrade existing facilities and develop a new building for creative industries at Cleveland College of Art and Design in Hartlepool.</p> <p>Visit feweek.co.uk for a full list of all FE and skills projects that will be funded through the Leps.</p> |
|---|--|--|--|

TRIBAL

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The recent FELTAG report recommended that a minimum of 10% of publicly funded programmes should have a wholly online component by 2015/16. Additionally, the Skills Funding Agency will introduce an online-only funding rate for 2015/16. Tribal can support you in meeting these requirements, and the good news is that our resources are easy to set up and even easier to use. They’re also available at very competitive prices.

We offer online courses that lead to nationally recognised qualifications (full programmes and assessment-only options), as well as games that allow learners to practise their skills and learning in an engaging, simulated environment. We provide you with everything you need to access courses on our **Trained4Work** platform. Each programme is presented in bite-sized modules, allowing learners to take a step-by-step approach to their learning. Assessments are submitted digitally for marking and progress is tracked within **Trained4Work**, providing evidence of the time spent on learning and support.

To find out more about **Trained4Work** and how Tribal can help, go to [www.tribalgroup.com/publishing](#) or call us on **01904 550110**.

FE WEEK COMMENT

Hands up to logo folly



The lure of a shiny new logo, designed by a flash advertising consultancy, has got the better of many a company managing director or chief executive.

But how firms in the private sector spend their money is their own business (okay, so maybe shareholders might want an explanation).

Unfortunately, it's a temptation that can also take its aesthetic and financial toll on the public sector.

Lesoco being a case in point — and no, I'm not typing the tiresome and just plain silly LeSoCo over and over again. To this end, we just couldn't resist reprinting, above, our cartoon from way back in edition 53 (January 21 last year).

Anyway, as the UCU rightly points out, the college (it's Lewisham Southwark College, in case you couldn't tell) spending £290k for what it ended up with would be "funny if it wasn't so tragic".

Put simply, it just hasn't worked. And at quite some taxpayers' expense.

Well done to the current leadership — not just for conceding the name and logo wasn't right, but for coming up with the simple and obvious solution of Lewisham Southwark College.

Chris Henwood
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TOP LABOUR CONFERENCE TWEETS

@tomstannard: Productive time at #lab14. But the UK needs an adult #skills revolution, a message we'll take on to #CPC14

@SteveNiace: @Andrew_Adonis "skills represents the biggest impediment to our growth and prosperity". #niacemanifesto #skills #Lab14

@scott_emfec: @Ed_Miliband announces he wants the same level of young people in #apprenticeships as those that go to #universities #Lab14 #skills

@AldermoreBank: @edballsm announces plans to "radically expand apprenticeships." Important topic given #skills shortages. pic.twitter.com/KiGbzzZBnW

@Policy_Exchange: Adrian Bailey: Careers advice should be seen as a highly skilled and important occupation, vital to the economy #lab14 #skills



Government departments 'not together' on skills

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Further Education leaders have backed Skills Commission findings that government departments were failing to work together on skills policy.

The commission's interim findings warned of a lack of joined-up working between Skills Minister Nick Boles's departments for Business, Innovation and Skills (BIS), and Education (DfE), plus Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC).

The Association of Employment and Learning Providers (AELP) agreed with the findings and called for closer links between employability and skills programmes and consistent application of the VAT rules.

Stewart Segal, AELP chief executive said: "There should be more coherence between programmes for the unemployed, including more integrated contracting processes, success measures and payment methodologies."

David Hughes, chief executive of the

National Institute of Adult Continuing Education (Niace), pointed to the Niace manifesto, released earlier this year, calling for a combined government department for education, skills and work.

The lack of joined-up working at government was one of four barriers to "successful skills policy," according to the commission, whose four-page interim report came out on Tuesday (September 23).

The others were uncertainty around responsibility for training in an increasingly flexible labour market; declining social mobility owing to a reduction in the alignment of skills provision to work; and, fragmentation in the system making it difficult for employers to engage.

Inquiry co-chair and Further Education Trust for Leadership president Dame Ruth Silver said: "It is right we raise these four trends as 'alerts', such is the gravity of the threat they pose, and the urgency with which they must be addressed."

An Association of Colleges spokesperson agreed there had been "a worrying decline in opportunities for adults to learn and train" and said government departments had "a shared responsibility for tackling this together".

Lynne Sedgmore, 157 Group executive director, agreed, saying: "The report echoes what we hear from members and what we have been saying to government for some time."

A spokesperson for BIS, DfE, DWP and HMRC said the government had "made it easier" for young people to move between work and training but further groups from across the sector agreed with the commission's findings.

"This government is absolutely committed to boosting the skills of young people and helping them realise their ambitions," she said.

The commission's final report is due out at the end of next month.

COMMENTS

Tributes to 'exceptional' late principal Paul Head

This is extremely sad news for all those who knew Paul. The best leaders are those who understand that leadership is something you work at every day and Paul worked exceptionally hard to do the right thing for students, staff and the wider community every single moment. He believed that students should have the opportunities further education gave him, and demonstrated that belief in his determination to always put the needs of students first. It was a great pleasure and a privilege to work for and with him.

Alex Louis

I was sad to hear that Paul has passed away, I remember him and met him twice few years ago, I thing he is an exceptional man; my thought to his family, staff and student. May his soul Rest In Peace.

Joseph Sefain

I was a student activist with Paul and he was a great friend. I later worked for NATFHE and UCU and I know his reputation was very high throughout all parts of the FE sector, as a highly talented man dedicated to improving opportunities for all put particularly for the working class. I am very saddened by such a premature loss.

Trevor Phillips

Inspectors to take closer look at under fire study programmes

Sadly this comes as no surprise; having chased diverse qualification outcomes so long as they were funded providers seem to have retreated to the minimum core during the year that they had lagged funding. 2014-15 will be different in many ways and providers should grasp the opportunity to put the non-qualification provision in order now before all of the post 16 qualification changes come in during 2015.

Kath Grant

CORRECTION

A story last week on UTC enrolment for 2013/14 wrongly referred to the total capacity at the 17 that were open, as total availability.

The piece stated that there were around 9,500 places available. This figure actually referred to capacity.

A spokesperson for the Baker Dearing Trust, which oversees UTCs, said: "Of the 17 UTCs open last year, 12 opened their doors for the first time in September 2013 and they were only recruiting into Year 10 and Year 12.

"So the number of places available was 5715 [excluding Hackney UTC — which is to close at the end of the current academic year]." Total uptake [excluding Hackney] was 2857.

NEWS

College hits back at claims of retirement retake

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A West Country college has hit back at claims that two apprentices would have to repeat a year after missing a month of class because their tutor had retired and no replacement was brought in.

City of Bristol College denied level two youth work apprentices Callum O'Connell and Jordan Powell, both aged 19, were left without a tutor from the start of the year.

A college spokesperson told *FE Week* that students with regular attendance "were aware" of a change in tutor and classroom — and neither of the two students was expected to fail the year.

The duo told the Bristol Post that following the Christmas break they arrived at class, but there was no replacement teacher.

They claim that after a month of no tutor showing up they were told a replacement had been found — but was teaching in another classroom.

They claimed they were told they had missed too much work, and would have to repeat the year.

A college spokesperson acknowledged there had been "a small gap" between the two teachers, but said that "during the cross-over students were fully supported and regularly given work to complete to ensure their apprenticeship was not affected".

"It is not the case that any students at all were affected," she said.



From left: Dennis Stinchombe, owner of Broad Plain Boys' Club with apprentice employee Callum O'Connell

"The short gap before a new teacher was in place in no way affected the teaching or pass rates of the course."

She added: "Those students who were regularly attending were aware of this change to staffing."

She said although the college could not discuss individual learners due to confidentiality, "of the two students mentioned in the article, one has passed".

"The other handed work in late, but is expected to achieve," she said.

Both Mr O'Connell and Mr Powell are employed by the Broad Plain Boys' Club and Riverside youth project.

Mr Powell said: "I think the communication was appalling — no one contacted us or our employer to let us know what was going on."

The college spokesperson said one of Mr O'Connell and Mr Powell's classmates had failed the course after not handing in any work, but that this was unrelated to the change of teachers.

It comes the same month the college conceded its aerospace engineering provision had "not been effective" with awarding organisation Pearson refusing to certify 26 learners over quality concerns.

An internal investigation could result in disciplinary action for some of the college's five aerospace engineering staff, *FE Week* understands.

Principal Lyn Merilion said the investigation report had been "sent to the human resources department for investigation around disciplinary action".

Cabinet Office cuts SFA cash

Cabinet Office involvement saw the Skills Funding Agency receive nearly 20 per cent less funding — £8.23m — than it requested to improve computer services.

The agency asked for £45.19m from the Department for Business, Innovation and Skills (BIS) for a project to enable agency ICT services to make better use of cloud technology — but only received £36.96m, a difference of 18.21 per cent. A government spokesperson said "discussions with the Cabinet Office", which is overseeing government technology changes, had led to the figure being reduced by £8.23m.

The BIS website listing the agency's ICT funding said the cash had been approved "to achieve value for money" as part of the Supply Chain Transformation programme (SCT).

"The SCT programme aims to move the ICT services towards a cloud compliant, multi-vendor service delivery model in order to lower total cost of ownership and achieve compliance with the government ICT strategy," it said.

The funding will cover the first tranche of the SCT programme, which is directed at public-facing services such as the National Apprenticeship Service and the National Careers Service. The government spokesperson said: "The amount of funding needed was originally forecast to be £45m including operating costs.

"However, this figure was revised to £36.9m during the course of discussions with the Cabinet Office and as more information regarding the anticipated costs — including clarifications from potential suppliers — became available."



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PROFILE



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It's the warning that exasperated mums and dads up and down the country issue their teenage children — "If you don't work hard enough in school, you could end up working in McDonalds".

But it's a comment that gets under Sue Husband's skin, having risen through the ranks at the fast food giant as a 16-year-old Saturday worker to become its UK head of Education two decades later.

"All jobs should be respected," she says

43-year-old Husband, who was appointed director of the Skills Funding Agency's apprenticeship division this year.

"I've never understood how you could disrespect somebody over their job, whether its cleaning the tube or changing hotel sheets or whatever, somebody needs to do those jobs and I think good on the people who do because they're really hard jobs."

She describes the restaurant chain as "a real meritocratic environment" and she progressed quickly.

"They saw some potential, even though I

was only there part-time," she says.

"I was the fastest on till — I could take the most money and still be really polite.

"I started cashing up, so I'd be counting money on a Saturday, thousands of pounds, and then three months into the job I was doing the payroll.

"I was 16, going in on a Sunday I'd ride in on my bike, turn up, take all the clock cards and do all the calculations.

"Then somebody would come in a taxi, you'd hand it over and it would go off, people would get paid and nobody checked it.

"I thought 'this is great, somebody trusts me to do this'."

The experience was a "real eye opener" for Husband, who admits that, up until that point, she'd had a very "protected" existence in the small village of Lisvane, just north of Cardiff.

"There were people from all

walks of life," she says.

"You're talking about people who'd had a really bad experience up until that point — they could have been in a home, in a single parent families, in families where no one else worked and people who'd been to prison," she says.

"I was exposed to people I'd never been exposed to before and it was just a brilliant

life lesson for me.

"I worked shifts, I worked weekends, you work long hours and it really teaches you the value of work and about teamwork."

At 18, having done well in her A-levels, Husband realised she didn't want to go to university, and opted to stay at McDonalds.

"I just thought, 'I want to work, I really enjoy this' and ended up running a restaurant, and then supervising restaurants — I worked with franchisees, consulting them on their business," she says.

"That was a real learning curve because I was probably 25, 26, and most franchisees are 50 or 60-year-old business people and that's quite weird, supervising someone who's lived quite a life, on how to run their business."

In 2007, shortly after the Leitch Review of Skills was published, Husband was headhunted to run McDonalds's education programme.



Husband (centre) as a manager with colleagues in Queen's street McDonalds, Cardiff

It's a personal thing

What's your favourite book?
Memoirs of a Geisha by Arthur Golden – I was completely immersed in it. I was completely in that world because it was so beautifully written

What's your pet hate?
Tardiness — I don't mind people being late if something's happened. I understand that, but I don't like it when people don't respect that there are other things that you've got to do

What do you do to switch off from work?
Loads of things. Most of it revolves around family and friends. I live in Cardiff and stay in London during the week, and obviously travel to Coventry with the job [SFA headquarters are in Coventry], so when I have time away from work it's really important to catch up with people

What did you want to be when you grew up?
I wanted to be a teacher. I knew from a very young age. I went to a local primary where there were lovely teachers that lived in the village where everybody knew everybody. And I had a teacher called Mr Williams and a teacher called Miss Jenkins and they just fascinated me. Even now my mum still sees them and they'll still ask after me

If you could invite anyone, living or dead, to a dinner party who would it be?
Gandhi, Helen Keller, my parents, business management writer Tom Peters and educationalist Ken Robinson. And Ralph, my boyfriend, would do the cooking (he's quite a good cook)



Husband with partner Ralph

Husband (centre) aged 8, with sisters, from left, Kate and Deb

Husband in Queen's Street McDonalds, Cardiff

was time for a change.

"I got to that point, like a lot of people at 30 or 40, the milestones, where I thought I need to do something different, if only for the fact that I can look back on my life and think 'I tried a few different things'," she says.

"It took me two to three years to decide that's a key reason why I've been brought into this [SFA] role — I need to really remind people and really connect to that side of things."

But the SFA's glass-fronted office across from the Houses of Parliament is a far-cry from the family farm where Husband grew up, with parents Marion and Alan, and

“There’s a wonderful momentum around apprenticeships

to leave, because I really loved McDonalds, so it was tough but when this job came up I thought this is right, this is the opportunity.

"I just saw everything I'd loved about the job in McDonalds, in that last six or seven years doing education, on a bigger scale and being able impact more things."

She adds: "A key thing for me is that I retain all of the lessons I've had through my years of working in business and I believe

where she says she learned her work ethic.

She says: "I've been brought up to believe if you do your best, you can almost do anything and I don't believe in saying it's too hard — I'll just keep going."

Husband's parents still live on the farm, but lease out the land. Husband still lives on the farm at weekends and visits Shrewsbury to see partner Ralph, a McDonalds franchisee — plus trips to London during the

week for her SFA role.

But the commuting doesn't bother her.

"When you know you're doing the right thing, all those things, you deal with them and I think that's the reality of it," she says.

She adds: "I love that I got this job, I was just so excited because I just think it's got so much potential it's a really brilliant opportunity.

"We have to do everything we can to help businesses do more to develop their workforce, particularly those who really need support, and that is something I feel passionately about."

And, predictably, her thoughts on business and education turns to apprenticeships.

"There's a wonderful momentum around apprenticeships that's starting to become more common now, hearing people talking about apprenticeships and really believing that this is the way to go. That's a key indicator," she says.

"We all have to work together to get the outcome that we all need, which is about better quality apprenticeships, more of them, more businesses involved and being truly employer-led."



The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

Labour conference

Seeing a party leader actually talking about FE and skills policy is both encouraging and unnerving. Nobody was as pleased as me to hear about apprenticeships in Ed Miliband’s otherwise tepid speech, but when we’re this close to election, it also makes me worry. Apprenticeships are already a heavily political issue, with every party considering them to be our best bet when it comes to job creation and meeting the skills shortage.

I sincerely hope that, once the other parties have responded, as I am sure they will, and when someone enters Downing Street next May, what we end up with is better quality apprenticeships with more funding and more support, not just a burned-out car of an election pledge with no more thrust.

“Education, education, education” were Tony Blair’s famous words at a Labour Party conference many years ago, but it’s important to remember it’s not just schools that help shape our young people into the budding good citizens of tomorrow. It was spiriting to hear Shadow Education Secretary Tristram Hunt at least mention FE colleges, but until we see a pledge to reverse this government’s savage cuts to our sector, I suspect we will take Dr Hunt’s words with more than a pinch of salt.

Apprentice minimum wage

There is hot air all around as the party leaders bluster around over proposed increases to the minimum wage. Mr Miliband has pledged a rise to £8, without explaining that it could get there anyway based on inflation and pledges already made by David Cameron. Natalie Bennett, of the Green Party, has promised to raise it to £10, which is a bit more like it but still pales in comparison to the actual cost of living. The debate is a refreshing one, but what nobody seems to be talking about is what this will all mean for apprentices.

At the moment, unless you have access to the Bank of Mum and Dad, savings in

the bank or are willing to work 20+ hours in Tesco over the weekend, it is nearly impossible to live on the apprenticeship minimum wage — currently a measly £2.68 per hour. Young apprentices who cannot live at home face the prospect of paying rent, bills and living costs on around £100 a-week. It’s time to address the lack of parity of esteem here, and bring apprentices into line with other workers. Minimum should mean minimum, not “minimum, unless you’re training on the job”.

Re-sits and more re-sits

Conference season is a time for divided opinions, but I am pleased to see there is one area we can all agree on. The government is right to want all 16-year-olds without English and maths to continue to study those subjects until they reach the equivalent level. This will go a long way to help tackle the huge problem with literacy and numeracy levels in this country, but the government has to end its obsession with GCSEs before this will work.

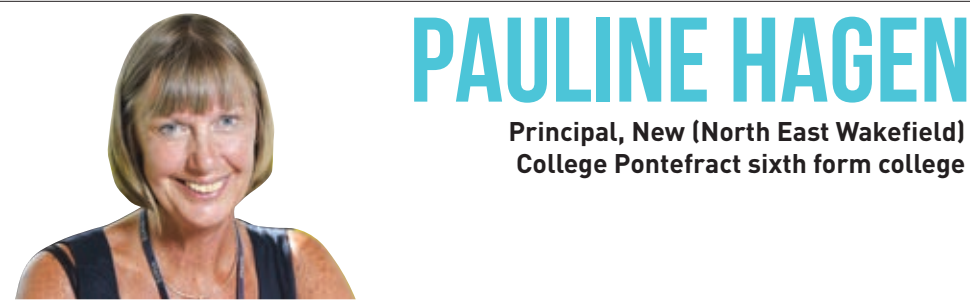
If a learner has failed to get their GCSE it can be for a number of reasons, but sometimes it is just that the qualification itself was not suitable. Simply encouraging them to re-sit the exams over and over again until they achieve is not appropriate, so Functional Skills and other equivalent qualifications need to be give equal footing if we are going to upskill our young people in this way.

Yes, Minister?

Does anyone else think it’s time we heard something about FE from Skills Minister Nick Boles? It’s been months now since his appointment and I’m not sure I’ve heard him utter a word about one of the most important parts of his portfolio. I will be keeping an eye on the coverage of Tory conference, but not holding my breath.

Secret Principal

The Secret Principal features on the last Monday of every month



Want to open a free school? Make an early start on plans

The Department for Education’s application window for the opening of free schools closes on October 10. Pauline Hagen discusses her experience of the process.

Last January, after much research, we decided to apply to the Department for Education to open a free school sixth form college.

Our primary motive was a moral one — the need for alternative post-16 provision in our chosen area is well-documented.

There was also a pragmatic driver. Alongside all the other colleges who make a significant contribution to the government’s priorities of narrowing gaps, raising attainment and improving social mobility, we have taken a funding battering in recent years, and our unprotected budget remains vulnerable.

Despite being a high-performing college, it seems we are not as interesting or understood by the Coalition as the new breeds in the education marketplace.

In addition, we recognise the benefits of sharing resources and expertise across two colleges. And we felt confident that our vision was deliverable.

Be prepared for reactions which will include overt hostility, regardless of how strong the evidence is about the need for alternative provision

In three years, we have reversed the declining performance of a college and taken it to outstanding. We have done this in a context similar to the one in our chosen area which has similar levels of deprivation and prior attainment.

We decided that not only was this project something which needed doing, but also that we could do it.

The last eight months have been spent gathering data, creating a vision, producing staffing, curriculum and financial plans, developing a governance model, enlisting governors and researching suitable sites. It seems presumptuous to give advice to

others who are considering doing the same thing. After all, our application may not be approved next month, and even if it is, that will generate a whole new raft of work.

But one member of the team said to me the other day: “We’ve produced a handbook on how to open a college” — and that does encapsulate what is needed in an application. In the process we have been able to reflect on our own college and the way we run it.

We have learned much from the process, not just about how to put together an application, but about communicating messages, seeking allies and building support. But there are things we would do differently if we had known eight months ago what we know now.

Planning a long lead-in is essential. We thought we had plenty of time, when the idea of a 2016 opening seemed reassuringly remote.

But the process has its own momentum and it put considerable stress on our small team who already have a day job. Expect to work though holidays and weekends.

One thing we should definitely have started earlier is the ‘thousand names project’. All free school applications must demonstrate that they will be at full capacity or oversubscribed by the first year of ‘steady state’. For us, this meant getting 1,000 students of the right age to indicate that the proposed college would be their first choice. We built a micro-site and produced a mini-prospectus and sent teams of staff into the town to talk to potential students and parents. We started this work quite late, in June and July, as the school year approached its end. Given that we had no direct access to students in the appropriate year groups, this was quite stressful.

Early on, we applied successfully for a place on the development programme delivered by the New Schools Network (NSN). This independent charity works to improve education by increasing the number of innovative state schools.

We attended a weekend training event, and have been supported by an adviser and consultants who have provided feedback on all aspects of our application. Places on this programme are dependent on the strength of your vision, and on meeting the NSN’s own internal deadlines.

Be prepared for reactions which will include overt hostility, regardless of how strong the evidence is about the need for alternative provision.

For us, this hostility had the advantage of making us very clear on our mission, which is reaffirmed every time we come across an argument which has nothing at all to do with the success of young people, and everything to do with protecting poor performance.

The charity National Numeracy has launched a manifesto aimed at eliminating the “national scourge” of poor everyday maths skills among the UK population. Wendy Jones explains how it wants to improve adult numeracy.

Poor numeracy is a massive challenge for the UK and the arguments for change are overwhelming’ — these were the blunt opening words of National Numeracy’s Manifesto for a numerate UK.

Successful government have failed to make any real difference to adult numeracy. There have been some improvements in literacy — according to the Skills for Life survey a couple of years ago — but numeracy, with a lower starting point, has got worse.

Half of adults in England have the numeracy skills roughly expected of primary school children (the adult/child comparison offers very crude linkage, of course) and more than three quarters don’t have skills equivalent to those needed for a C grade at GCSE.

This was the context for our manifesto. A lot of our emphasis is necessarily and controversially on school maths, since that’s where it starts to go wrong for many people.

We want a new and separate focus on numeracy as a discipline that underpins every subject, leading to an additional GCSE in numeracy or core maths. That clearly has implications for the FE sector.

But it’s the thinking on adult numeracy that I’d like to concentrate on. Formal adult



Maths proposals add up to a funding change

maths or numeracy provision has a history of neglect — of being under-valued, under-funded and under-researched.

And even though there clearly are pockets of excellence and successful innovation, the Skills for Life results suggest there has been no scaling up of good practice. We therefore would like to propose some radical cross-sector measures.

First, take the adult numeracy curriculum. We want to remove the ‘tick box’ approach which simply goes through the various skills and processes with no sense of inter-connectedness and no apparent overall goal.

We would replace this with a new model, based on the Essentials of Numeracy developed by National Numeracy in partnership with a group of maths curriculum experts. This links the different areas of knowledge and understanding to the very concept of being numerate, that is, being able to use maths to solve everyday

problems, make decisions and reason, knowing which maths to use and being ready to try different approaches.

We also propose a change in the way adult numeracy is assessed and courses funded.

Providers should not be rewarded simply on the basis of the qualifications achieved — this encourages a focus on low-hanging fruit and discourages efforts with the most challenging students.

Instead, account should be taken of the student’s starting point and the progress made — the distance travelled. This is particularly important in maths where many start from a very low base and where real achievement may go unrecognised.

It’s an approach we work into our own National Numeracy Challenge, which encourages adults to improve their skills online and measures the progress they make.

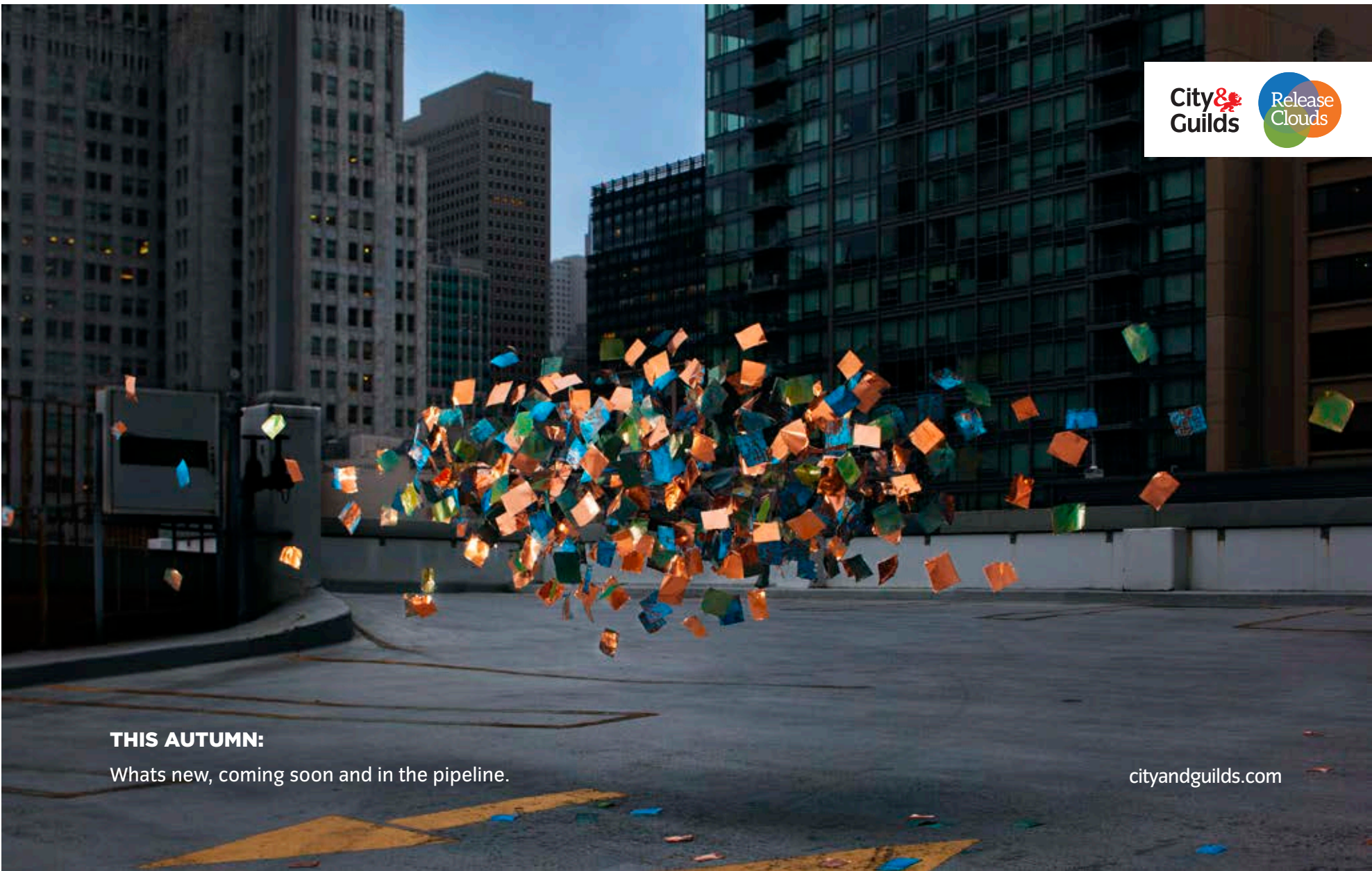
We have purposefully not attempted to cost our proposals. Such costings are often

wide of the mark and give politicians an immediate excuse to sideline ideas. Nor have we commented on the cut in the adult skills budget or looked at the workforce issue — we leave that to others.

Instead, we major on the fundamental change in attitudes needed if the UK is to become numerate. We propose a new drive to spread the positive messages that numeracy is an essential life skill, that it can be learned and that dismissive attitudes are harmful.

Costings are often wide of the mark and give politicians an immediate excuse to sideline ideas

We also want to see more research into how people can be persuaded to improve their skills and develop resilience and persistence (we’re already working on this with the Behavioural Insights Team — the ‘Nudge Unit’ started in the Cabinet Office). It is a matter of changing beliefs and behaviour — and removing the structural barriers that currently get in the way. We know that’s a huge task — but we need to start on it now.



Labour Conference: questions over Miliband's skills aim



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Labour leader Ed Miliband's 2014 conference address has prompted FE and skills sector questions about figures behind his pledge to bring the number of apprenticeship starts up in line with those at university.

In his speech in Manchester on Tuesday, Mr Miliband said he wanted the same number of school-leavers to go on to apprenticeships as university by 2025.

But Labour now faces calls to reveal the numbers behind the claim after one expert told *FE Week* the scale of the challenge would depend on whether Labour's planned apprenticeship reforms, including a two-year minimum duration and abolition of courses below level three, were taken into account.

Mick Fletcher, a founder member of the Policy Consortium, said: "It sounds an ambitious target, but he has wisely given himself a decade to get there, and depending on the precise calculation used it could be quite challenging, or we might be there already.

"There are currently about 650,000 18-year-olds and similar numbers aged 19 and 20. Around 35 per cent of 18-year-olds apply to higher education and a further 10 per cent of 19-year-olds apply for the first time each year, allowing for the fact that not all are accepted but that others apply later, perhaps a maximum of 300,000 will enter higher education by age the age of 24.

"The figure for 2012/13 was actually 273,000, but removing the cap on student numbers may increase participation a little by 2025.

"In 2012/13 the number of apprenticeship

starts for the 19 to 24 age group was 161,000. Starts for those aged 16 to 18 were 112,000, giving 283,000 — on current year numbers therefore we are there already.

"Even if we only count the half of the 16 to 18 category who were 18 year olds, to meet the target still only requires an increase of 73,000 or 32 per cent — a bit under 3 per cent per year.

"On the other hand were Labour to scrap apprenticeships at level two and those lasting under two years there would be a real struggle — they'd have to at least treble the number of places offered at level three — currently there are fewer than 100,000 starting level three apprenticeships of all lengths.

"Creating more places is one issue — funding them is another. It is possible that the ambition could be funded by reducing the total of 222,000 who started an apprenticeship after the age of 24 — even allowing for the lower cost of older apprenticeships there's plenty of headroom."

It comes after the FE sector called for an emphasis on quality and the establishment of an "apprentice charter" in response to Mr Miliband's comments.

David Hughes, chief executive of the National Institute of Adult Continuing Education (Niace), said: "We are keen to support the next government's ambition on apprentices by implementing an apprentice charter. This will be written from the perspective of each apprentice and signed-up to by government, employers, learners and providers.

"It will enable them to see what each apprenticeship will involve, setting out the opportunities, experiences, support and feedback an apprentice can expect at different stages. It will also give the



Labour leader Ed Miliband



Shadow Business Secretary Chuka Umunna MP



Shadow Education Secretary Tristram Hunt MP

Ed Miliband on apprenticeships **Selected quotes from the Labour leader's conference speech*

Lots of the people I meet who are on apprenticeships say 'my school said apprenticeships were rubbish and they wouldn't help me but now I'm doing it, it's really great for me'.
Frankly there aren't enough of them and they aren't high-quality enough.
So our fourth national goal is that by 2025 as many young people will be leaving school or college to go on to an apprenticeship as currently go to university.
Now, I've got to tell you this is an absolutely

huge undertaking. We are such a long way away from this as a country. It is going to require a massive national effort. It's going to require young people to show the ambition to do well and to get on.
It's going to require schools to lead a dramatic change in education, with new gold standard technical qualifications. And it is going to need business and government to lead a revolution in apprenticeships.
You know, government is very good at preaching to business about what it should

be doing. Let me just tell you: government is absolutely useless when it comes to apprenticeships. It's true of governments of both parties. Look at other countries like Germany. They do a fantastic job in giving apprenticeships to the next generation. We don't do that in this country.
First, we've got to tackle the failure by government. Then we've got to say to business that you've got to play your part. If you want to bring in a worker from outside the EU, that's ok but you must provide apprenticeships to the

next generation.
You see we can't have what's happening at the moment in IT where you've got more and more people coming in but actually the number of apprenticeships falling in IT.
And we've also got to say to business this: We're going to give you control of the money for apprenticeships for the first time but in exchange, if you want a major government contract, then you must provide apprenticeships to our young people. A plan for jobs, for wages, for education.

apprentice a clear understanding of the contribution they must make.
"What's needed is not just an apprenticeships revolution but an adult skills revolution that unlocks the talents of all."
Richard Atkins, president of the Association of Colleges, said Mr Miliband was, "right to put pressure on employers," adding: "Too few do so at the moment, both from the public and private sectors.
"Giving employers a strong say in apprenticeships is absolutely right, but at the

same time the interests of apprentices need to be respected. They need to learn skills that are portable, and not specific to a single employer.
"Colleges have a long tradition in providing technical and vocational education, and are ideally placed to deliver training as part of the apprenticeships."
Kirstie Donnelly, UK managing director of City & Guilds, said: "What we need now are details from Labour about how these additional apprenticeships will be created

and how they intend to ensure that quality remains high."
It comes after Association of Employment and Learning Providers chief executive Stewart Segal and 157 Group executive director Lynne Sedgmore warned Mr Miliband's proposals to apparently increase apprentice numbers risked prioritising "quantity over quality".
Mr Segal told *FE Week*: "It's great that it's such a top priority, but we don't want to fall into the trap of being driven by numbers and

by particular routes.
But he warned that any law to force employers to hire apprentices based on quotas could backfire.
He said: "I don't think it should be legislation. It's too complex and there are too many variables to try to determine what employers have to do. But I do think there is a long was to go to encourage employers to run apprenticeships and make it easy."
Dr Sedgmore said: "The pledges he is making are positive and I am pleased it is so

high on his agenda.
"However, while it is important to increase the number of apprenticeships on offer it is crucial that all apprenticeships are of a high quality.
"We would like to see this initial pledge backed up very quickly by plans for how all apprenticeships will become a pathway to valuable and sustainable employment.
"I laud his vision of parity of esteem, it is a powerful one. But that vision will only be realised through building a world class apprenticeship system where all apprentices, young people and adults, are given the best possible learning experience with long-term benefits for them and for the economy."
Conference also heard from Shadow Education Secretary Tristram Hunt, who told delegates improving technical education was one of his three key campaign
He said: "A Labour Government will ensure Further Education colleges focused on training for local jobs, proper apprenticeships lasting two years, a technical baccalaureate, with respected qualifications, careers advice, technical degrees so young people can earn and learn."

Minimum wage proposal misses out apprentices

Would-be apprentices are still waiting for answers over what Labour's minimum wage pledge could mean for them.
Shadow Business Secretary Chuka Umunna was one of the many Labour politicians to trumpet leader Ed Miliband's promise to increase the national minimum wage to £8 an -hour as he took to the stand at party conference.
But neither Mr Umunna's office nor the Labour Party press office were able to tell *FE Week* what this would do to the rate for apprentices, which is currently £2.68 an hour, rising to £2.73 an-hour from October 1.
Mr Umunna mentioned the wage rise and apprentices in his speech, but did not link the two.
He said: "Your dignity is why we'll increase the value of the minimum wage and incentivise employers to pay a living wage."
And he added: "We need to do more to ensure our businesses can compete in the world and create the jobs of the future.
"That's why we set out Agenda 2030 — our long-term plan to support business, grow our economy, and earn our way to a higher standard of living for all.
"It's a plan that does away with the snobbery that says an apprenticeship is not as important as university. So we will invest in high-quality apprenticeships, and new technical degrees."
The new apprentice minimum wage, which comes into effect on October 1, is £2.73, which is 42 per cent of the new national minimum wage rate of £6.50.
If the same sum was applied to Labour's proposed £8 wage, the rate for apprentices would rise to £3.36.
A consultation by the Low Pay Commission, which closed on Friday (September 26), led to concerns over its suggestion that a new "simplified" system could entail a new minimum rate for all apprentices, with learners no longer moving up after 12 months to the higher rates enjoyed by normal workers.

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CAMPUS ROUND-UP

Helen's grand designs on Indian adventure



Helen Williams with a selection of designs she produced at Cleveland College of Art and Design that impressed the British Interior Textiles Association Emerging Talent Awards judges. Inset: Helen with more of her designs

A former Cleveland College of Art and Design student is working in India with one of the country's leading interior design companies.

Helen Williams flew to Mumbai last month to work with GM & Syntex PVT that supplies soft fabrics and furnishings to high-end UK retailers.

The 22-year-old will be using knowledge gained on her higher level surface and textile

course at the college, which she graduated from in June, to produce collages known as 'trend boards' of fabrics she comes across that could sell in Britain.

Helen won the first runner up prize at the British Interior Textiles Association Emerging Talent Awards in October.

She said: "I've always wanted to work in the interior design industry. To be able to do that in India is a dream come true."

Self-Published writer delivers message of hope to learners

A crime novelist who was repeatedly rejected by publishers more than 30 years before finding success through selling his books online told Wigan and Leigh College students to never give up on their dreams.

Keith Houghton, who is best known for a series of books about detective Gabe Quinn, first self-published his books through Kindle Direct Publishing three years ago and has now sold more than 310,000 copies worldwide, topped Amazon International Best Seller lists and received more than 900 five-star reviews.

After speaking to the



Crime novelist Keith Houghton

students, he said: "I wanted to explain that despite my 30-year struggle to get published I never gave up on my dream."

Louise Gray, divisional manager of beauty at the college, said: "Keith offered valuable insight into going it alone and how he promotes himself."



Keith speaking to students at Wigan and Leigh College

Farewell to 'Flash' after 24 years



Former caretaker Graham Lee with his cake. Inset: Graham, who is widely known as 'Flash' by staff and students, riding a motorbike around the grounds at Walford and North Shropshire College

A caretaker known for his sense of humour has retired after 24 years of service at Walford and North Shropshire College.

Graham Lee, aged 65, who is better known to staff and students as 'Flash', was given a present, leaving card and cake baked by hairdressing tutor Rachel Young at a leaving party.

Graham was known for his practical jokes and recalled how he once emptied three hole-punchers' worth of paper into a teacher's umbrella.

He said: "When it rained the next day, the teacher went out, put up his umbrella and was covered in paper bits. He wasn't best pleased..

"I really loved my job. I loved the people mostly."

Bentley gears up for car launch with new training base



From left: Crewe and Nantwich Conservative MP Edward Timpson, South Cheshire College principal Jasbir Dhesi and chief executive of Bentley Motors Wolfgang Durheimer at the launch of the new training centre. Inset: Apprentice Laura Taylor, aged 25, practices stitching paneling for the inside of a car

Bentley Motors has opened a manufacturing training base at South Cheshire College. The new training facility will prepare level three apprentices to help build the luxury car maker's new sport utility vehicle set to be unveiled in two years.

The first 40 apprentices, who will also work at Bentley's manufacturing headquarters in Crewe, will be inducted at the college by the end of the month.

They will be trained at mechanical and electrical engineering, bodywork painting, and crafting fittings such as panelling for car interiors.

Principal Jasbir Dhesi said: "This is a fine example of a college working to provide a bespoke employer-led apprenticeship programme. I am proud that nearly all training associated with high-level technical skills in the production of Bentley cars will be in Crewe."

Student makes British judo team for the Special Olympics

TyneMet College student Sarah Scott has been selected to represent Great Britain at the Special Olympics World Summer Games in Los Angeles where she hopes to meet Barack Obama, writes Paul Offord.

Athlete Sarah Scott has had a lot to contend with on her journey to the top level of special needs sport.

The 21-year-old TyneMet College learner, studying preparation for life and work, was diagnosed with Down's Syndrome and a hole in the heart shortly after birth.

Her parents, Ronnie and Jean, both 58, feared Sarah would struggle to even walk when she was a baby, but she quickly became fully mobile and took up judo aged seven.

She has now been selected to represent her country in the martial art at the Special Olympics World Summer Games in Los Angeles next July and August.

Sarah, who is also a keen swimmer, plays badminton and canoes, said: "I'm really excited. I haven't been to America before and this will definitely be my biggest ever competition."

More than 7,000 athletes from 170 countries will compete at the World Summer Games in 28 sports also including basketball, beach volleyball, athletics, table tennis, powerlifting,

tennis, golf and football.

They will be hosted by American President Barack Obama and his wife Michelle.

Ronnie said: "We're excited because the organisers told us there will be a good chance Sarah will meet the Obamas in person while she's out there."

Sarah was taught Judo by her father who is a martial arts enthusiast.

She excelled over the last two years at Special Olympics competitions for British-only competitors, winning a silver medal in Hastings, Sussex, and gold and bronze in Edinburgh.

Sarah previously won a bronze medal in the GB Special Olympics in Leicester five years ago.

Ronnie said: "There are many worries that come with



Sarah preparing to throw her friend Jack Ross over her shoulder at Terminus Judo Club in North Shields



Sarah at TyneMet College



Sarah hopes to meet Barack Obama at next year's Special Olympics

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

having a child with Down's Syndrome, but it has been wonderful to see her develop through sport."

Sarah's course at TyneMet has helped develop her social and employment skills, as well as improving her numeracy and literacy.

Andrea Cochrane, head of preparation for life and work at TyneMet, said: "This opportunity is a huge honour for Sarah and we all wish her the best of luck in the competition."

Sarah needs to raise £2,600 to compete in the World Summer Games, which will pay for flights and accommodation.

Contact her dad, by emailing ronnie.scott@blueyonder.co.uk, to donate.

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

A former "apprentice principal" has taken the reins at Great Yarmouth College (GYC).

Stuart Rimmer has left the director of quality and enterprise role he held for seven years at Lancaster and Morecambe College (LMC) to become a first-time principal in Norfolk.

The 38-year-old takes over following the retirement of Penny Wycherley, who became Great Yarmouth College principal three years ago, and having learned the principal trade from his previous employers.

"I served a great 'apprenticeship' for this new role under David Wood, principal at LMC," said Mr Rimmer, previously Newcastle College's programme manager for business, accounting and law.

"The journey that LMC went on in terms of finance, quality and curriculum development and the improvement in leadership was tremendous.

"It was excellent

being a part of one of the success stories in Lancashire and I hope to apply some of that learning to my new post in Norfolk."

Ms Wycherley, a former principal at Eastleigh College and South Kent College, joined GYC "for six months" in January 2011, but stayed on to lead the college from its inadequate Ofsted rating of late 2010 to last year's good result.

"Working with the staff and students at GYC has been a pleasure and a privilege," she said.

"When I came here, it is was because I like a challenge and because I had met the staff and management team and believed they were committed to creating a good college at the centre of its community.

"While I have been here I have grown to love Great Yarmouth, a community with heart. I will leave with so many good memories and pride in what the team I have worked with has done.

"Their response to



Stuart Rimmer



Penny Wycherley growing training to meet employers' needs and to making a difference to the community is unrivalled and I look forward to hearing the impact of this as Great Yarmouth flourishes."

Meanwhile, Brian Keenan has been appointed chief executive of Hertfordshire London Colleges Consortium (Hertvec) in Saudi Arabia. The consortium was awarded a £225m contract by the Kingdom's College of Excellence programme in April to open three colleges in the Qassim and Riyadh Provinces this month.

He has held educational roles at Saudi Arabia's King Fahd University of Petroleum and Minerals, British Aerospace and the Higher Colleges of Technology (HCT), in the



Brian Keenan


United Arab Emirates, among others.

Mr Keenan, who has been based in the Middle East for nearly three decades, said: "Countries in the Middle East and North Africa region face serious employment challenges for their young populations."

He added: "As incoming chief executive, I am honoured and excited by the challenges that lie ahead."

Chairman of the board Andy Forbes, principal of Hertfordshire Regional College and president of the Hertfordshire London Colleges, said: "I am delighted that Brian has been appointed. His knowledge and expertise from working across the Middle East will provide us with unrivalled leadership and insight."

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk



Chief Finance Officer

c.£80k + benefits





Hertfordshire London Colleges are delighted to be associated with the Colleges of Excellence's ambitious and exciting plans to deliver world class technical and vocational training (TVET) across the Kingdom of Saudi Arabia. We have been awarded an exclusive contract to establish three new colleges in the central locations of Unaizah and Al Zulfi. The colleges opened their doors in August 2014 and training has now begun to support our new learners to succeed in their chosen vocational pathways.

We are now seeking to appoint a Chief Finance Officer to provide outstanding strategic leadership and management of all financial services for the three colleges. The successful candidate will demonstrate significant experience of being able to prepare and manage annual financial forecasts, devise and monitor financial control systems and manage the services of external suppliers. This new role will provide several challenges but even greater opportunities for the successful candidate.


As part of the benefits package, our new Saudi-based CFO will be entitled to live in our carefully designed, luxurious Western-style accommodation block in Buraidah, the thriving capital of Qassim province, located three hour's drive north of Riyadh. They will also be entitled to a flight allowance, free private healthcare and an end of contract bonus.

If you are interested in this exciting opportunity and want to play a key part of one of the largest educational developments in the world today, we would love to hear from you.





We are working with **Protocol** on this important appointment. Please contact **Protocol's** dedicated Senior Executive Recruitment Team to request an application pack at **execrecruitment@protocol.co.uk**, or visit to **www.protocol.co.uk/HLC** for further information about this exciting opportunity.



Excellence in FE

The closing date for applications is **12pm on Monday 20th October 2014**. Interviews will be held on **Thursday 6th November 2014**.

We believe we can't deliver consistently excellent outcomes for the students we serve, if we're not more than just a little bit dissatisfied with the status quo.

It's this hunger to do better that's driving transformative change and improvement at New College Stamford – and the good news for your career is that we're hungrier than ever. We want to do more; and these three posts, led by our recently appointed Principal, will form the heart of a leadership team which engages with all our students in a complex operating environment, embracing challenges and shaping the College's future.

Vice Principal Finance, Planning & Resources £70k

We're looking for an outstanding professional whose knowledge of complex funding streams is complemented by the highest level of general financial expertise. You'll lead the business planning process, working closely and effectively with colleagues to make meaningful connections between budgets and resources, and further develop our 'student first' ethos. You'll also oversee Estates and Facilities, IT, HR and Capital Development, develop robust business management systems, and embed a strategic understanding of finance across the College.

Vice Principal Curriculum Strategy & Learning Improvement £70k

At its simplest, our curriculum is our product and our students our lifeblood. We want to make sure that we remain the first choice across the board, serving school leavers, apprentices and employers – anyone embarking on further and higher studies. You'll bring broad and deep knowledge of curriculum development and improvement at a strategic level, as well as

the professional curiosity to keep us at the leading edge of innovation and the creativity to try new ways of working. Your track record must show that you've successfully kept the student experience firmly at the heart of your achievements, and we'd especially like to hear from candidates who are currently serving (or have recently served) as an 'additional inspector' for Ofsted.

Executive Director Partnerships, Skills and Commercial Development Attractive Salary

This is a rare opportunity to create and shape a role which catalyses potential relationships, strengthens existing ones and extracts maximum value from our established role within the regional and sub-regional business community. We know that we're respected and acknowledged as a provider of choice, but there is much more we can and need to do to consolidate and extend this position. You'll be a crucial part of making that process work, connecting ideas, brokering partnerships and proposing new models: it's an unusually free rein which will appeal to your entrepreneurial and commercially-motivated professional profile. Experience/ knowledge of apprenticeships and adult learning is essential, but beyond that we're happy to be persuaded...

Access our briefing pack at **www.davidsonpartners.com/ncs1031**. For a subsequent informal conversation, contact **Shahidul Miah** on 07581 230171, **Leon Ward** on 07871 044649 or **Hamish Davidson** on 07932 698807.

Closing date: 10 October 2014.

Recognising the potential of a diverse community New College Stamford is committed to safeguarding and promoting the welfare of children and adults and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an Enhanced Disclosure and Barring Services (DBS) application. New College Stamford is a 'Specified Place'.



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New College Stamford

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SALARY: £20K TO £22.5K (DOE)
Greenwich, London

Responsible for the day-to-day administration of the Lsect sales team office.

Roles will include: supporting the sales manager and executives with the processing of sales, general office administration, financial administration and maintaining high levels of customer service.

Closing date: 5pm, Friday, September 26

To apply email: hannah.smith@lsect.com

For more information visit jobs.feweek.co.uk

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14-19 SENIOR EDUCATION CATEGORY MANAGER

£48,056-£58,118

We have an exciting opportunity for a creative, results-orientated professional to join our team to lead and manage all aspects of our 14-19 offer and take ownership for the launch of our brand new 14 - 19 TechBac offer.

This role will focus on developing and growing our 14-19 customer base, increasing brand reach and recognition, and developing new services as part of a wider proposition. This position provides a fantastic opportunity for a dynamic, organised, and experienced educational and training professional to grow and work closely with our product and sales and marketing teams.

CUSTOMER PLANNING MANAGER - AWARDING & ASSESSMENT SERVICES
CUSTOMER PLANNING MANAGER - LEARNING TECHNOLOGIES AND CONTENT
£ 45,845 - £ 56,033

We are looking for two dynamic and commercial professionals to drive the yearly planning for our UK awarding services and learning technologies. Working across product and marketing you will oversee the development of our overall customer proposition and work with the commercial teams to activate, whilst coordinating the overall go-to-market planning for the release of key products and services aligned to customer needs and buying cycle.

You will have a solid understanding of the vocational education market and you will be able to inspire, lead and motivate teams around you to deliver the annual plan that you develop. A background in business development or project management could be advantageous.

CUSTOMER MARKETING MANAGER

£42,201 - £51,579

We need someone with exceptional skills in content creation and creative execution. You'll work closely with our Senior Sales team to shape the annual Customer Marketing Plan – designing the initiatives that help to win the big proposals, tenders and pitches.

The role will focus on building deep customer insights by supporting sales visits and using this to understand the drivers of buyer preferences that will help you and the wider marketing teams to use in campaign plans and activity. You will work closely with our Senior Sales team to shape the annual Customer Marketing Plan that delivers on high value opportunities within key targeted customers, designing the process and personally supporting initiatives.

You will also own and oversee the development and maintenance of engaging tools, a compelling credentials bank (including testimonials and case studies of value delivery) for wider use by marketing and sales.

This role is suited for an individual who is commercially astute with exceptional skills in communication, storytelling, content creation and creative execution. Previous experience in B2B consultative/solution sell or an Agency background is strongly desirable.

All roles are based in central London at our new offices in Farringdon

recruitment.cityandguilds.com/vacancies.html



If you've a solid track record of business-to-business sales and marketing management (which could have been gained in any sector), this is your opportunity to drive the growth of this ambitious further education college. Already a leading and highly successful provider of post-16 education, we're now looking to build on that success in an increasingly competitive and commercial market.

Commercial Director

c. £60,000 pa + bonus | Greater Manchester



That's exactly where you come in: shaping our commercial strategy as you grow our work-based learning provision, direct our sales and marketing teams, identify new business opportunities and exceed income targets. Key here will be your ability to forge strong relationships with local employers and work closely in partnership with them. Through this, you'll ensure that the training programmes and apprenticeships we deliver in their workplaces meet their evolving needs. You should also be an inspiring leader: someone who can motivate everyone around you to achieve exceptional results.

In terms of experience, your background could well be in selling and marketing training solutions (possibly with a private provider) - or a similar area. What really matters is that you're a powerful strategic thinker with first-rate influencing, business planning and change management skills. In addition, you'll be keen to work with other members of our senior team to help us develop the college as a whole.


With over 6,000 students, Tameside College is the leading provider of post 16 education in the Borough of Tameside, to the east of Manchester. Our aim is to transform lives, giving everyone the chance to develop their full potential in this supportive and friendly environment.

For full details and to apply, please visit www.tameside.ac.uk/jobs.asp

Closing date: 12 noon on Friday 10th October 2014. First stage of recruitment process: Wednesday 15th or Thursday 16th October 2014. Formal interviews: Tuesday 21st October 2014.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.





St. Helens Council

Job Vacancy

www.sthelens.gov.uk/jobs

Adult Skills and Business Manager

Salary: **£33,128 - £34,894** Reference: **UELL14**
Grade: **Scp 39 - 41** Department: **Urban Regeneration, Housing & Culture**
Hours: **37 per week** Closing date: **27 October 2014**
Interview date: **Friday 14 November 2014**

In this challenging and stimulating post, you will be part of a small management team responsible for delivering a high quality community learning environment in the Merseyside borough of St Helens.



With a keen awareness of the national agendas for Adult Learning, you will be a qualified teacher, ideally with a level 4/5 adult literacy or numeracy subject specialist qualification. You will have special responsibility for the curriculum area of Skills for Life and for the teaching staff responsible for delivering that aspect of the learning agenda.

You will also have demonstrable experience of business management and fund raising in an educational context. Having a keen understanding of the current funding situation, you will be able to rise to the challenges posed by the current national funding arrangements. You will be accustomed to managing staff and able to support them in a climate of change management.

Marketing and promotional skills are also a key part of this interesting and varied role.

For an informal discussion about this opportunity, please contact Sue Williamson, Head of Library Services at St Helens Council on 01744 677493.

For further details and to apply, visit www.sthelens.gov.uk/jobs or contact **Audra Molyneux** via CX@sthelens.gov.uk, Tel: 01744 676821 or **Human Resources, Town Hall, Victoria Square, St Helens WA10 1HP.**





CREATING OPPORTUNITIES

BUSINESS DEVELOPMENT OFFICER (BRISTOL AREA)

c. £26,000 pa

NOCN is one of the largest awarding organisations in the UK with 4 million awards over the last 6 years and has been providing a customer-focused qualification and accreditation service for over 25 years, based on an ethos of creating opportunities for all. This is an exciting opportunity to join a well-established and expanding organisation.

This challenging role will require an energetic and dynamic individual to work with our Account and Sector Manager to build on our existing regional and national customer base. The post is for work primarily in the Bristol area. The main responsibilities are to support the business development functions including liaising with existing and potential customers to support the development of new business. We are looking for an individual who is able to operate across a number of teams within NOCN to take an integrated approach to effective customer service.

We welcome applications from individuals who are able to demonstrate a professional, pro-active and forward thinking approach to business development work. You will be an influential communicator with excellent customer service skills and be able to demonstrate flexibility and initiative. Ideally, you will have an understanding of post 16 education and knowledge of awarding organisations' regulatory structures.

The closing date for applications is 5pm on Friday 10th October 2014.

NOCN is committed to equality, diversity and inclusion and we particularly want to hear from people from across the community, including people with a disability, people from black and ethnic communities, women and younger people who are able to make a real contribution to the charity and its learners.

More information about NOCN can be found at www.nocn.org.uk
For a job description and to apply, please visit www.nocn.org.uk/about/jobs_at_nocn
Completed applications and equal opportunity forms should be submitted to: sarah.whitham@nocn.org.uk

Learning Technology Manager

Salary: £36,099 per annum
(Permanent / Full-time - 37 hours per week)



Bishop Burton College is one of the leading land-based Colleges in the UK with strong and sustained growth in student numbers. We have undergone a multi million pound campus development programme including significant investment in state of the art teaching and learning facilities, sports facilities, a commercially run farm and an international standard equestrian facility at our campus near Beverley in East Yorkshire and we are building a new additional college campus near Lincoln which is due to open in 2015.

This exciting new role is based within the Quality Department supporting the teaching and learning staff, providing a crucial link with the IT Department and taking the lead on the continued cross college development of e-learning, virtual learning environments, learning technologies and their embedding within teaching and learning across both of the college campuses. You will also take the lead on implementing the requirements resulting from the Further Education Learning Technology Action Group (FELTAG).

An experienced trainer you should also have experience of and be able to demonstrate that you have a strong commitment to striving for excellence in the development of learning technologies in an educational setting. You should also be an excellent communicator who thrives in a demanding, fast moving environment and is driven by the desire to help people to succeed.

This is a varied role requiring someone with effective presentation skills and attention to detail. You should have a proactive approach to cross college working as well as the confidence to use your initiative whilst working on your own and as part of the team.

Call: **01964 504 190**
Email: great.jobs@bishopburton.ac.uk or visit www.bishopburton.ac.uk for further information
NO AGENCIES

Closing Date: 6th October 2014
Interview Date: Week commencing 20th October 2014

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate. Bishop Burton College is committed to Equal Opportunities for all.





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September 2014 marks the 125th anniversary of Morley College and we approach this milestone with a deep sense of pride in our history and excitement about what the future holds. Located on the border between Lambeth and Southwark and only minutes away from London's Southbank, the College occupies an enviable location, providing a unique mix of renowned creative arts courses and thriving community learning provision. Recent years have seen the College undergo a transformational Renaissance, providing a firm foundation for our new Principal to raise the profile of Morley College and all it has to offer with a wider group of learners and partners in the communities we serve and beyond.

An inspirational, collaborative and entrepreneurial leader, preferably with a thorough understanding of the Adult Education funding and policy environment, you will have a strong affinity and passion for the range of programmes on offer at Morley College. Key to your success will be your ability to identify the opportunities for growth and harness the talents of exceptionally committed managers and staff. Recent experience of current inspection frameworks and of successfully leading the quality agenda in a high performing education institution is desirable. A strategic thinker with the ability to develop a persuasive vision, you'll be a strong ambassador, quick to establish credibility and trust inside and outside college, building on existing relationships and forging new partnerships in the local community and in the creative arts industry.

Visit www.morleyprincipal.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141 / 07765 595758. Closing date: 17th October. Longlist interviews: Weeks commencing 27th October and 3rd November. Final interviews: 24th & 25th November.





FE Week

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Vice Principal – Delivery

Salary c. £80,000

Are you an ambitious, talented and dynamic professional?

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City College Plymouth serves over 17,000 students with a comprehensive portfolio of academic and vocational courses and excellent services for business. We are positioned at the heart of our community, and make a major contribution to the region's partnership strategies for growth and prosperity.

The historic and thriving coastal City of Plymouth is surrounded by beautiful beaches and stunning moorland – a career with us could be just the breath of fresh air you need!

This is a key strategic role, with responsibility for College-wide curriculum development and delivery, and further enhancing the quality of our teaching and learning. The successful candidate will bring strong leadership skills and significant experience of the further education sector, combined with a passion for education and student success.

To apply, please visit the College e-recruitment site at www.cityplym.ac.uk/jobs. For a confidential and informal discussion about the post, please contact the Principal and CEO, Phil Davies, on 01752 305707.

Closing date: Wednesday 8 October

Interview dates: 20 and 21 October

www.cityplym.ac.uk/jobs

If you have any questions about applying please contact Human Resources on 01752 305322 or e-mail recruitment@cityplym.ac.uk

City College Plymouth is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. • The College is an equal opportunities employer



Plymouth Studio School

Principal Designate

Salary: circa £70k

Are you an exceptional leader with the vision to spearhead a new approach to learning?

A unique opportunity has arisen for a motivated, innovative and dedicated individual to lead Plymouth's first Studio School.

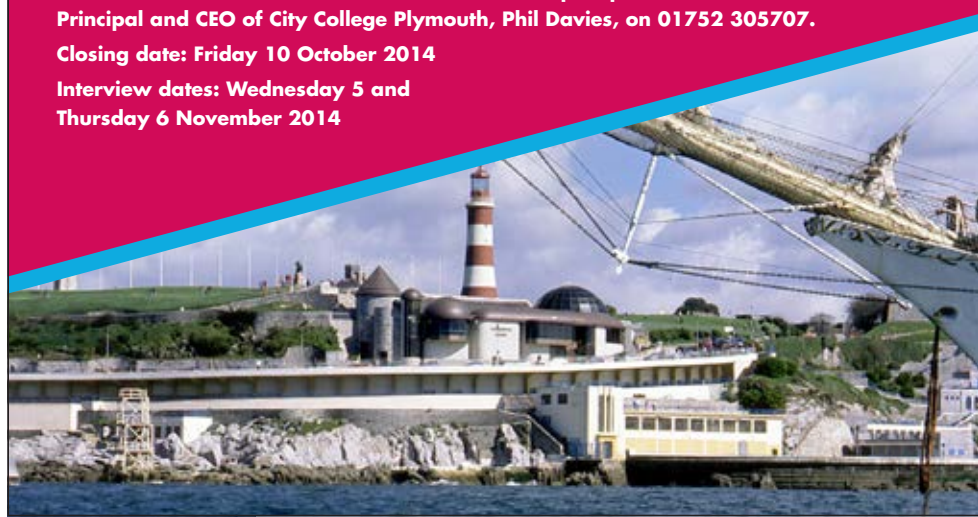

Sponsored by City College Plymouth and the University of St Mark & St John, Plymouth Studio School is spearheading a new approach to learning: one that is rooted in the world of work. Enterprise projects and placements with local and regional employers will sit alongside robust academic learning. Catering for 300 students aged 14 to 19 and offering vocational and academic qualifications, the School will ensure that students leave equipped to succeed in the worlds of sport, leisure and tourism and hospitality. Working with the School's staff, governors and a committed group of employer ambassadors you will empower our young people to achieve their full potential.

We are looking to appoint an ambitious and inspirational leader with a proven track record of successful educational leadership to join us in January 2015 or as soon as possible thereafter. You may be an existing Principal or Head Teacher, or someone looking to make their first move into a role such as this. Doors open in September 2015 – it's up to you to make sure we're ready.

To apply, please visit the College e-recruitment site at www.cityplym.ac.uk/jobs. For an informal, confidential discussion about the post please contact the Principal and CEO of City College Plymouth, Phil Davies, on 01752 305707.

Closing date: Friday 10 October 2014

Interview dates: Wednesday 5 and Thursday 6 November 2014



We are looking to appoint an exceptional candidate to the post of

Director of Technology, Marine and Renewables

Salary £48,019 to £52,991

City College Plymouth prides itself on offering an exceptional experience to its students and we are justifiably proud of the significant contribution we make to the social and economic success of the region.

A fantastic opportunity has arisen to lead the Faculty of Technology, Marine and Renewables. The post requires a dynamic curriculum manager with leading edge vocational experience, preferably but not essentially, in one of the principal sectors within the Faculty. These include: construction, engineering, marine and renewables.

Our first class facilities include a newly opened engineering centre, which has state-of-the-art workshops and teaching facilities. Students studying at the College have an opportunity to experience real-life work environments, all of which help them make the transition from college to university or student to employee.

Your strategic and operational leadership will be pivotal in ensuring outstanding retention and success rates through championing the highest quality of teaching, learning and assessment, whilst working in collaboration with our commercial partners to develop innovative opportunities for our students and the College community.

To apply, please visit the College e-recruitment site at www.cityplym.ac.uk/jobs. For a confidential and informal discussion about the post, please contact the Principal and CEO, Phil Davies, on 01752 305707.

Closing date: Wednesday 8 October

Interview date: Monday 3 November

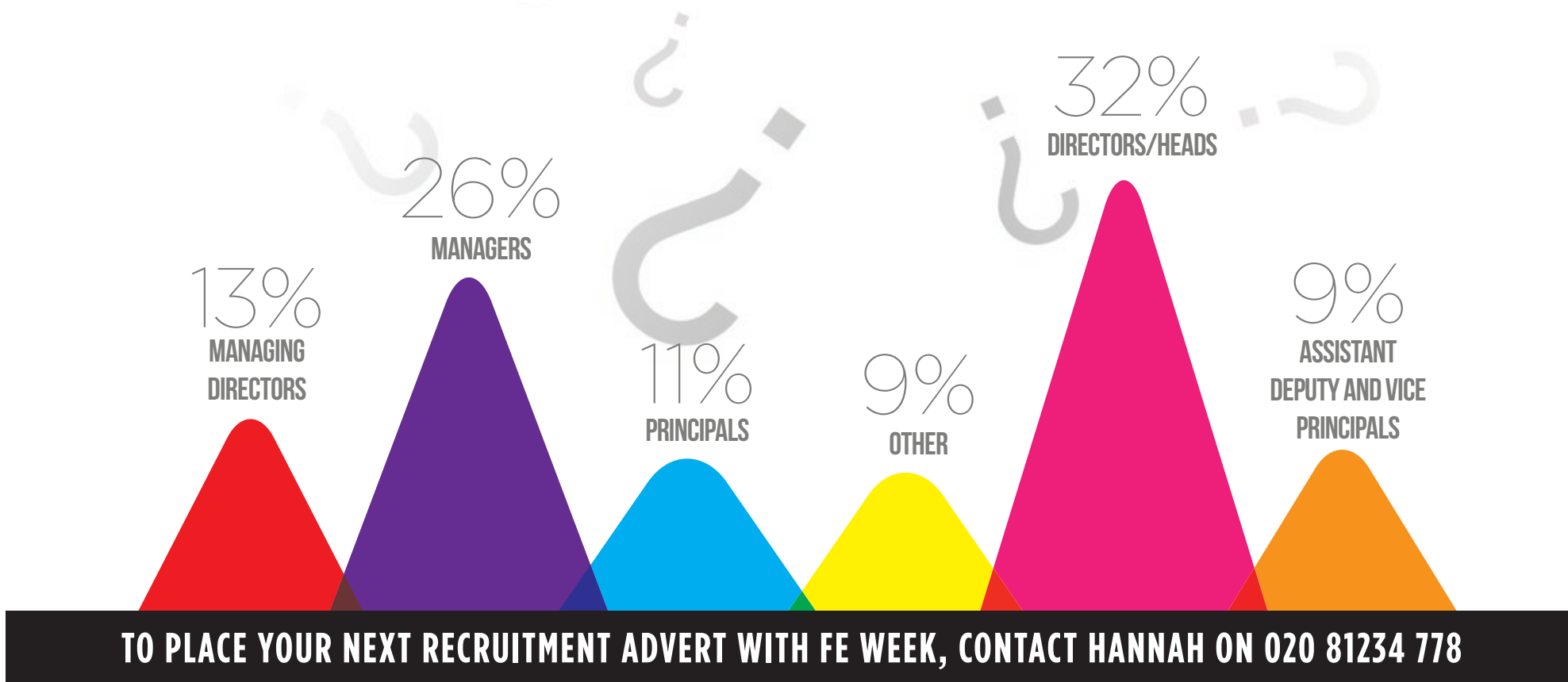
www.cityplym.ac.uk/jobs

If you have any questions about applying please contact Human Resources on 01752 305322 or e-mail recruitment@cityplym.ac.uk

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FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Difficulty:
EASY

| | | | | | | | | |
|---|---|---|---|--|---|---|---|---|
| | 2 | | 9 | | 8 | | 7 | |
| 9 | | | 3 | | 7 | | | 6 |
| | | 5 | | | | 9 | | |
| 2 | 3 | | 7 | | 1 | | 8 | 4 |
| | | | | | | | | |
| 1 | 5 | | 6 | | 4 | | 9 | 7 |
| | | 9 | | | | 4 | | |
| 6 | | | 2 | | 9 | | | 1 |
| | 1 | | 5 | | 3 | | 6 | |

Difficulty:
MEDIUM

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 7 | | 2 | | |
| 2 | | 6 | | 4 | | | | |
| | | | 2 | | 3 | 7 | | |
| 3 | | | 6 | | | | 5 | |
| 9 | | 7 | | | | 1 | | 6 |
| | 2 | | | | 9 | | | 4 |
| | | 3 | 1 | | 5 | | | |
| | | | | 3 | | 4 | | 5 |
| | 8 | | | 7 | | | | |

Solutions:
Next week

Last Week's solutions

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 9 | 7 | 8 | 2 | 5 | 4 | 6 | 3 |
| 6 | 4 | 3 | 7 | 1 | 9 | 2 | 5 | 8 |
| 5 | 8 | 2 | 6 | 4 | 3 | 1 | 9 | 7 |
| 3 | 2 | 4 | 9 | 5 | 6 | 7 | 8 | 1 |
| 9 | 6 | 1 | 2 | 8 | 7 | 5 | 3 | 4 |
| 8 | 7 | 5 | 1 | 3 | 4 | 9 | 2 | 6 |
| 2 | 1 | 6 | 5 | 7 | 8 | 3 | 4 | 9 |
| 7 | 3 | 9 | 4 | 6 | 2 | 8 | 1 | 5 |
| 4 | 5 | 8 | 3 | 9 | 1 | 6 | 7 | 2 |

Difficulty:
EASY

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 9 | 2 | 5 | 3 | 6 | 7 | 8 | 4 |
| 5 | 7 | 3 | 9 | 4 | 8 | 2 | 1 | 6 |
| 6 | 8 | 4 | 7 | 2 | 1 | 3 | 9 | 5 |
| 9 | 5 | 1 | 6 | 7 | 2 | 4 | 3 | 8 |
| 7 | 2 | 6 | 3 | 8 | 4 | 9 | 5 | 1 |
| 4 | 3 | 8 | 1 | 5 | 9 | 6 | 2 | 7 |
| 3 | 4 | 5 | 2 | 1 | 7 | 8 | 6 | 9 |
| 2 | 6 | 7 | 8 | 9 | 5 | 1 | 4 | 3 |
| 8 | 1 | 9 | 4 | 6 | 3 | 5 | 7 | 2 |

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Hannah Savage (pictured right), PR and communications co-ordinator at Hull College.

